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ABSTRACT

Designed primarily for counselors within employment and training settings, this guidebook prescribes a method for the participant, counselor, and others to determine the most appropriate mix of programs and services available to enhance the participant's employability. An introduction discusses the Employability Development Plan (EDP) and overviews use of the guidebook in helping to develop EDPs. Next, the action-planning guidelines are detailed. Six essential tasks (and 27 specific activities/subtasks) are identified: (1) recognize principles for counseling program participants, (2) prepare to develop the EDP, (3) orient the participant and obtain basic information for the EDP forms, (4) analyze participant's specific needs and design a program to meet them, (5) assess participant's progress, and (6) provide placement and transitional counseling. A sample EDP, based on a review of more than 50 EDPs currently in use, is provided as a model. (As each task is discussed, relevant portions of the model EDP are reproduced.) (YLB)

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EMPLOYABILITY DEVELOPMENT PLANS

COUNSELING PARTICIPANTS AND DEVELOPING EDPs

An Action Planning Guidebook

Provided by the Technical Assistance for Occupational Skills Training Project Sponsored by the Office of Youth Programs, U.S. Department of Labor

CE031936

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AN ACTION PLANNING GUIDEBOOK

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FOREWORD

Employability Development Plans; Counseling Participants and Developing EDPs: An Action Planning Guidebook is one of sixteen products or services developed for the Department of Labor's Office of Youth Programs. These products and services are intended to compromise a "full-service" technical assistance model that can be used by the employment and training community to better meet the training needs of staff and CETA-eligible youth and adults.

The contributions of the Fort Wayne (Indiana) Area Consortium, Philadelphia Office of Employment and Training, and Kentucky Balance of State Prime Sponsor are gratefully acknowledged. These sites participated in the planning and pilot testing of selected products and services.

Appreciation also is expressed to project staff. Fred L. Williams, Program Associate, was the major author. Other staff members include Brian Fitch, Program Director; Sandra Pritz, Program Associate; Robert Bhaerman, Research Specialist; Bettina Lankard, Program Associate; Gale Zahniser, Program Associate; and William Goldwair, Research Specialist.

Robert E. Taylor
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EXECUTIVE SUMMARY

The concept of individualized planning and instruction has emerged as one of the most effective ways of meeting the unique needs of individuals. This is particularly important in the case of those disadvantaged persons who participate in employment and training programs. The Employability Development Plan (EDP), if used properly, can be an effective and expedient tool for ensuring that participants obtain optimal benefits from their training and job placements.

The development of an EDP is commonly viewed as a burdensome and time-consuming requirement of little, if any, value. However, when integrated into a systems approach, the EDP serves as an aid for counselors to guide the participants through the assessment, training, and placement phases of an employment and training program.

This guidebook is designed primarily for counselors within employment and training settings. It is based on a comprehensive review of literature and information provided by fifteen prime sponsors across the country. In addition to use by counselors, the handbook can also be helpful to instructors, administrators, and other program or service providers.

The guidebook prescribes a method for the participant, counselor, and others to determine the most appropriate mix of programs and services available to enhance the participant's employability. It combines the critical elements of guidance and counseling with the varied training activities and services provided through CETA to provide a straight-forward set of procedures that a counselor can follow in preparing and updating an EDP. Instead of prescribing additional paperwork for the counselor, meaning and direction are given to existing paperwork. The importance of using a team approach for improving the employability of program participants is emphasized.

The five objectives that guided the development of the guidebook were to establish a relationship among the various components of an employment and training program; to define roles and responsibilities in the EDP process for counselors, participants, and instructors; to establish a rationale for placing a participant in a specific program or service; to actively involve participants in the development of their career goals; and to ensure that career guidance and counseling is an integral part of the participant's EDP.

The format of the guidebook is designed for easy reference. After an overview of the essential tasks for counseling participants and developing EDPs, action planning guidelines are given for each of the tasks specified. A sample EDP, based on a review of more than fifty EDPs currently in use, is provided as a model. As each task is discussed, relevant portions of the model EDP are reproduced. References are given for the reader who wishes more extensive background information.

INTRODUCTION

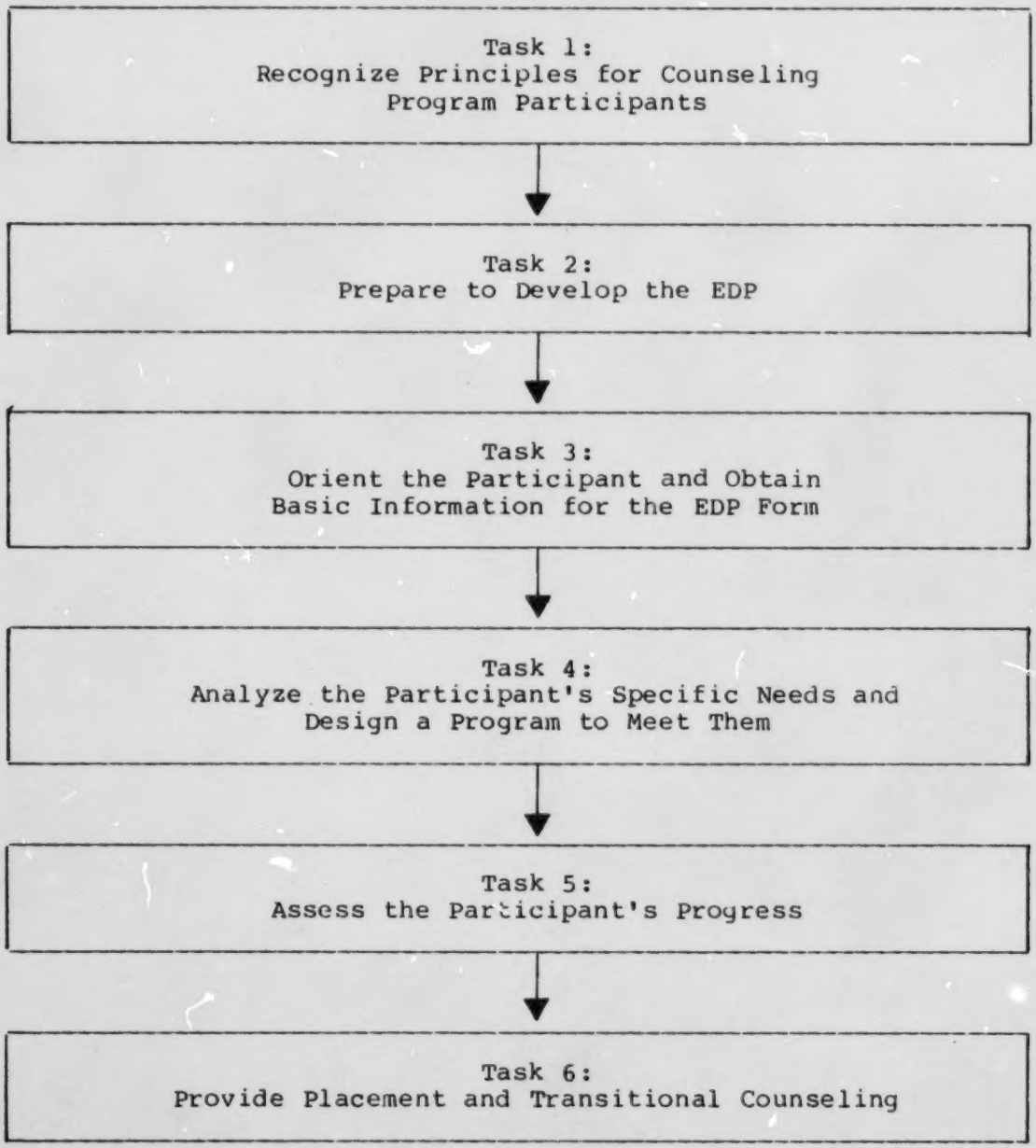
The Employability Development Plan (EDP) is required for Title II participants and is recommended for all others as well. Development of the EDP should take place through a systematic process of examining participants' educational and employment histories, occupational goals, and interests and abilities. Then the training and services that should be provided through CETA can be determined. If used properly, the EDP can be an effective and expedient tool for ensuring that participants obtain maximum benefit from participation in CETA and achieve the overriding goal of job placement.

The development of the EDP is commonly viewed as a burdensome and time-consuming requirement, having no significant effect on the training that is offered or on the development of the participant. However, when integrated with a systematic approach for providing training and services, the EDP serves as a blueprint to guide participants through assessment, training, and job placement activities. In addition, the EDP information and the assessment techniques for developing the EDP are useful for participants to assess themselves on a continuing basis through and beyond the service period. This guidebook has two purposes. The first is to provide CETA counselors and other staff with helpful techniques for providing guidance and career counseling while they are engaged in the EDP process. The second purpose is to provide guidelines and procedures for developing EDPs that will meet the needs of program participants. The guidebook arranges the basic program and service options provided by most prime sponsors into a logical sequence that will lead participants to their ultimate job objectives. The availability of this sequence, termed a participant-centered delivery system, is critical to the successful implementation of the EDP as well as to the development of the participant. Without the appropriate sequence of training and service options, even the best EDP is not likely to lead to successful job placement.

The first section of the handbook deals with procedures for providing guidance and career counseling. The second section contains guidelines for developing EDPs. The appendixes contain information and resources that should be useful in the process of developing and updating the EDP.

An Overview of Six Essential Tasks For Counseling Participants and Developing EDPs

The following tasks comprise an effective system for counseling participants and developing EDPs to guide them through the phases of an employment and training program:


Task 1:
Recognize Principles for Counseling Program Participants
Task 2:
Prepare to Develop the EDP
Task 3:
Orient the Participant and Obtain Basic Information for the EDP Form
Task 4:
Analyze the Participant's Specific Needs and Design a Program to Meet Them
Task 5:
Assess the Participant's Progress
Task 6:
Provide Placement and Transitional Counseling

Task 1:
RECOGNIZE PRINCIPLES FOR COUNSELING PROGRAM PARTICIPANTS

1.1 Recognize the stages of career development through which research studies have indicated, every individual progresses. It is important for the CETA counselor to acknowledge these stages and to try to identify voids that may exist for particular participants.

Super and Bohn (1970) conducted numerous longitudinal studies on career patterns and identified five major life stages. An overview of these stages is provided on the next page.

1.2 When counseling CETA participants, identify their present stage of career development. Each stage is characterized by a set of tasks that society expects persons of that age to deal with effectively. The activities of each stage build on the successes and failures experienced in the preceding stage. Obviously, if a CETA participant has not experienced sufficient early career development, that person will have difficulty establishing meaningful goals for training or job placement. The counselor who can recognize a participant's current stage of career development is in a better position to guide the individual than a counselor who is not aware of the life stages.

1.3 So that career counseling and the EDP development process can begin to be effective, establish a relationship with the participant where openness, trust, and understanding exist. This may be a challenge if the counselor has to overcome an authority figure image that participants sometimes have of professional staff members. When the authority image is combined with some of the apprehensions and anxieties that participants often feel, mistrust and hostility can develop. Remember that hostile or belligerent participants are usually really attempting to hide or cover feelings of inadequacy or insecurity.

The establishment of a positive relationship between the counselor and participant is particularly important if the intake process has been conducted in an impersonal

Career Development Stages

1. Growth Stage (birth to age 14)--Self-concept develops through identification with key figures in the family and school. Personal needs and fantasy are dominant early in this stage. Interest and capacity become more important with increased social participation and reality testing.

2. Exploration Stage (age 15 to 24)--Self-examination, role tryouts, and occupational exploration take place. Leisure activities and part-time work are important.

3. Establishment Stage (age 25 to 44)--An appropriate field having been found, effort is put forth to make a permanent place in it. Some trial and error may take place early in the stage, but establishment of a career field is likely to begin immediately.

4. Maintenance Stage (age 45 to 64)--Having made a place in the world of work, the individual's primary concern is to hold onto it.

5. Decline Stage (age 65 and over)--Work activity declines and new roles develop for the individual.

SOURCE: Donald E. Super and Martin J. Bohn, Occupational Psychology. (Belmont, CA. Wadsworth Publishing Co., 1970) pp. 136-137.

manner. Filling out forms, providing personal information, and taking tests can be sources of anxiety for some participants. In addition, differences in background and culture between counselors and participants may have a major effect on the development of positive relationships.

1.4 Show interest in the participant. One of the most important ways of showing interest is encouraging the participant to talk. When combined with good eye contact and a pleasant approach, this kind of encouragement can often lead the participant to become involved in developing the EDP.

A number of techniques exist for encouraging conversation. According to McClure (1978), Hartz and Kosmo (1977), and other researchers, there are specific strategies that can be used for encouraging nonverbal participants to express themselves fully. Restatement, reflection, and interpretation are three techniques that are most useful.

- Restatement involves paraphrasing what the participant has said by repeating it in a declarative statement. Restatement should never be done in a judgmental or condescending manner.

  For example-

  Participant: If I don't get a job soon, my folks are gonna murder me.

  Counselor: Your parents are really anxious for you to start working.

- Reflection is a method whereby the counselor verbally expresses the feeling and emotions the participant is experiencing, but may not be articulating. This approach requires the counselor to draw inferences from such cues as tone of voice and nonverbal behavior.

For example-

Participant: I wonder if I should enroll in that training program? But, on the other hand, what if I get training and still don't get a job? Where would I be? Maybe I ought to get into a training program, now that I think about it.

Counselor: You seem confused about where your time might best be spent, working or in some type of training program. Have you considered doing both at the same time?

- Interpretation is a method whereby the counselor attempts to provide an underlying meaning for the participant's behavior. The intent is to reduce the threat of making inaccurate assumptions. Standard lead statements for the counselor are "Could it be that..." and "Is it possible that...."

For example-

Participant: I am always late. Even when I set my alarm clock, I wake up late. My girlfriend had a party for me last week, and I was late for that, too!

Counselor: Could it be that you don't get to places on time because you'd really prefer to be someplace else instead?

These techniques can be used in encouraging participants to talk during counseling sessions. This should be one of the first goals that the counselor attempts to achieve. If participants do not openly express themselves, it becomes extremely difficult to develop an EDP tailored to meet their unique needs.

1.5 Clarify the structure of the counseling session. When working with participants, it is important to explain to them the specific purposes for the counseling sessions and what should be accomplished through these sessions. Participants should be allowed to ask questions and tell what they hope to gain from counseling as well. If a mutual agreement can be reached concerning the expected outcomes of counseling, then there is a greater possibility of having a meaningful counseling experience.

Some examples for clarifying the structure of counseling are as follows.

- Establish some approximate time limits for counseling sessions. Generally, the time allotted for counseling sessions should be no longer than twenty to thirty minutes. A longer session may result in the participant becoming inattentive or bored. A flexible time limit will sometimes be required to accomodate the caseload of the counselor, other time constraints, and the nature of the topic being discussed.

- Clarify the participant's role, emphasizing total participation in the development of the EDP. A recurring problem that counselors seem to have in working with participants is encouraging them to become more responsible for their employability development planning. In many cases, the problem reaches the point where the counselor is making all of the decisions and contacts for the participant. This is harmful to the participant and overburdens the counselor. During the early counseling sessions, the counselor should emphasize to participants that they will be responsible for:

  - Expressing what education and training they desire, and why
  - Describing competencies they have developed through education or training programs
  - Attending (on time) all counseling sessions and other meetings agreed upon
  - Completing the activities written in the EDP
  - Making their own contacts with employers, other individuals, or agencies that may have been identified for them by the counselor, job developer, or other staff members

- Clarify the role of the counselor and the roles of various "team" members. The development and updating of the EDP is not an activity that can be done successfully by the counselor and participant alone. The ongoing EDP effort involves input from test administrators, instructors, work site supervisors, job developers, and others at appropriate times. Participants need to be reminded that all members of the team are concerned about their growth and employability development. Also, from time to time, various team members will be called upon to provide suggestions on goals and future directions for the participant and to assist in assessing the progress that has been made.

1.6 Accept and expect colorful and original figure of speech from participants. It is not unusual for counselors to have difficulty understanding and accepting the speech patterns of individuals from different backgrounds. When these participants have had limited exposure to standard English, their speech patterns usually conform

to those used in the homes and neighborhoods. Although nonstandard English is acceptable in the microcosm in which the participant lives, it is often a barrier to participation in the dominant society. The counselor must begin to accept and work to understand different speech patterns and must provide opportunities for participants to hear and use standard English.

The following are examples of how this can be accomplished.

- Use the techniques cited earlier for encouraging the participant to talk, such as restatement and interpretation. This will allow the participant to see that there are alternate ways of expressing oneself.

  For example-

  Participant: Hey man, I be getting off on some skates.

  Counselor: Oh, you really enjoy skating as a hobby?

  Participant: Hey man, I need a gig, so I can fix up my crib and get a new set of wheels.

  Counselor: I think I hear you saying that you want a job so that you can do some things, but I don't know exactly what you want to do. Why don't you say what you want a little differently so I can understand it? Besides, I wonder what might happen if you went to a potential employer and talked in that manner. You probably wouldn't get a job.

- Identify role models for participants. Some employment and training agencies have former participants working in various staff capacities. Since these persons may "speak both languages," they can serve as valuable resources in (1) helping the counselor become familiar with unique speech patterns and (2) helping participants recognize when certain speech patterns are appropriate and when they are not. Respected community figures are also good role models for participants. "Using Standard English in the Employment World" may be an appropriate topic for role models to address in a group guidance session.

- Read and explore articles, books, and journals on various speech patterns and dialects. The most important step in accepting different speech patterns is to develop an understanding of their existence and how they evolved. Linguists generally agree that the speech patterns of disadvantaged persons, urban and rural, follow a set pattern, are structurally consistent, and serve the ultimate purpose of communicating. The problem arises when a person with unique speech habits attempts to communicate with a person who is unfamiliar with those speech patterns. The responsibility lies with counselors to develop their understanding of nonstandard English and help to bridge the gap between participants and the society in which they must learn to cope and function.

1.7 Expect considerable testing of limits. Since some participants may have a low level of trust, particularly for someone who represents the "system," they are likely to test their limits early in the counseling and EDP process. According to McClure (1976), the testing of limits has two common variations: (1) alternating between provocation and passive, dependent compliance; and (2) co-opting the counselor by informalizing the relationship, then making personal demands on the counselor (as a friend) that the counselor (as a professional) cannot satisfy.

Some suggested methods for coping with the participant who is continually "testing the limits" follow.

- Be firm and consistent in applying policies and rules for all participants. Some participants, especially those who are insecure and distrustful, are very astute in identifying incongruent behavior on the part of the counselor or any person in authority. When the opportunity presents itself, some participants may confront the counselor with inconsistent behavior to make the counselor feel guilty of "playing favorites." The way to avoid this problem is to have a general set of guidelines and rules to which all participants must conform.

- Require the participant to accept responsibility for keeping appointments and deadlines and for setting goals. A major goal in preparing participants to become job-ready is to assist them in becoming mature and responsible. In essence, the demands that are placed on individuals in the typical work setting should be simulated in the CETA program. Tardiness,

absenteeism, and indecisiveness will not be tolerated once the participant enters a job. Therefore, if the program is to prepare the participant for employment, the same type of requirements must exist in the program.

- Be ready to confront participants, diplomatically, in situations where they may not have been totally "above board" and honest. In some instances, participants will attempt to gain sympathy from or manipulate the counselor by using dishonest tactics--deception about home and family situations or false reasons for not keeping appointments or not getting along with a supervisor. Generally, the counselor should be receptive to participants when they have legitimate reasons for not honoring a commitment or agreement. However, if a consistent pattern develops, counselors should confront participants with their concerns and provide evidence to support the allegation.

1.8 Allow opportunities for direct rehearsal and coaching. Just as counseling is an effective method for building relationships, exchanging information and ideas, and developing the EDP, counseling can also be used to provide training in dealing with a variety of job-related situations and the opportunity for participants to explore their feelings and reactions to such situations. Since most participants have not been successful in past experiences in the world of work, they need opportunities to cultivate and practice the skills necessary for becoming competent employees. Occupational exploration and planning should be provided along with training in work maturity skills and job search skills so that participants have an opportunity to explore their interests and abilities. The counselor can follow up this kind of training with counseling sessions and meetings to determine if important work concepts have been internalized.

Some examples of methods for providing rehearsal and coaching opportunities, especially in conjunction with training, are as follows.

- Provide opportunities for the participants to discuss the handling of financial matters. The management of money is a difficult skill to develop and maintain, particularly in times of economic uncertainty. The skill of managing money may be particularly difficult for the participant who has had limited experience in the economic mainstream. This problem may become

serious when the participant begins to earn more money than in the past, thus creating a false sense of wealth. In such situations, participants may overobligate themselves and encounter difficulty with creditors, collection agencies, and the law. It is extremely important that participants be given practice and assistance in planning a budget, understanding the difference between basic needs and luxury items, and the importance of establishing some type of savings arrangement.

- Provide practice in clarifying values. One of the most effective methods for helping participants "get in touch with reality" is to facilitate the clarification of values pertaining to material possessions, education, and work. The determination of these values helps participants decide what kind of job and lifestyle is consistent with their values.

- Provide practice and assistance in goal setting. An important element in the development and revision of the EDP is setting long- and short-range goals. If participants are to play an active role in the goal-setting process, they must develop an understanding of that process. The following are examples of topics for discussion between the counselor and the participant:

  - What are goals and why are they important?

  - What goals have I set for myself that were not reached? Why or why not?

  - What goals have I set that were reached? Why were they reached?

  - What are my future goals in terms of education, work, and family?

  - How can I reach my future goals and how long will it take?

Summary

The eight principles discussed in this section are designed to be helpful for counselors who work with the disadvantaged. Not all CETA participants will need all of the types of counseling presented here. However, it is important for the counselor to be aware of factors that may facilitate or hinder the guidance of participants. The counseling principles should be useful in the development of EDPs, which is addressed in the next task.

Task 2:
PREPARE TO DEVELOP THE EDP

2.1 Plan to use the EDP as a contract. The employability development process should be a progressive one whereby the participants assume more and more responsibility for their actions and employment search. At first, of course, many participants are likely to be quite dependent on counselors and other staff members for direction. However, as participants progress through the various stages of the CETA program, they should become more involved in the planning and decision-making process. The logical culmination of this process is that participants assume a major share of the responsibility for searching for jobs and obtaining employment.

The development and updating of the EDP provide an excellent opportunity for participants to become increasingly involved in decisions that are of direct concern to them. A good approach for promoting this involvement is to regard the EDP as a contract between the CETA counselor and participant.

David Meyer, in Employability Development: A Higher Education Training Monograph (1978) cites the following advantages of a behavior contract:

1. It provides a written record of decisions made and the course of action to follow.

2. It serves as a motivational device for counselor and participants who may otherwise procrastinate.

3. It provides the participant with a sense of progress, especially if it is broken down into segments with evaluation after each segment.

4. It forces the participant to assume responsibility for behavior.

5. It tends to ensure the return of the participant for periodic evaluations.

6. It treats the program participant as a responsible person.

The advantages just listed are based on the assumption that participants need to have input into the decisions made about their training and services. Having the opportunity for input can help participants develop a "stake" in, and sense of responsibility for, their present training and future employment. This involvement also can help transform a participant's feeling of helplessness, which is often perceived by others as a lack of interest or hostility, into a feeling of self-sufficiency.

2.2 Plan to provide necessary training and services. The EDP can be maximally effective only if the necessary training and services are available. Even the best EDP cannot guide the participant toward unsubsidized employment if the necessary training and/or services are not provided.

Figure 1 depicts a "participant-centered delivery system" and the linkages that are needed between the EDP process and available training. The information gathered through intake and initial assessment provides the basis for starting development of the EDP. Testing may be needed to provide more information about what training will be appropriate given a participant's interests, aptitudes, and proficiency in basic skills. Of course, not all participants would go through all of the training presented in figure 1; nor, if they did, would the training necessarily be given in the order depicted. It is essential, however, that enough different kinds of training be available to meet a wide range of participants' needs. The EDP reflects the initial assignments and is updated continuously through ongoing assessment as the participant moves through the system.

A brief description is provided here of each component in the participant-centered delivery system. This should serve as background for the following discussion of the procedures and personnel involved in making assignments for training.

- Intake and Initial Assessment--The major function of this component is to determine the individual's eligibility for CETA and to collect preliminary information concerning background, interests, and abilities. This information is used to initiate development of the EDP.

- Testing--Testing is part of the assessment process. Tests are given when necessary to determine interests,

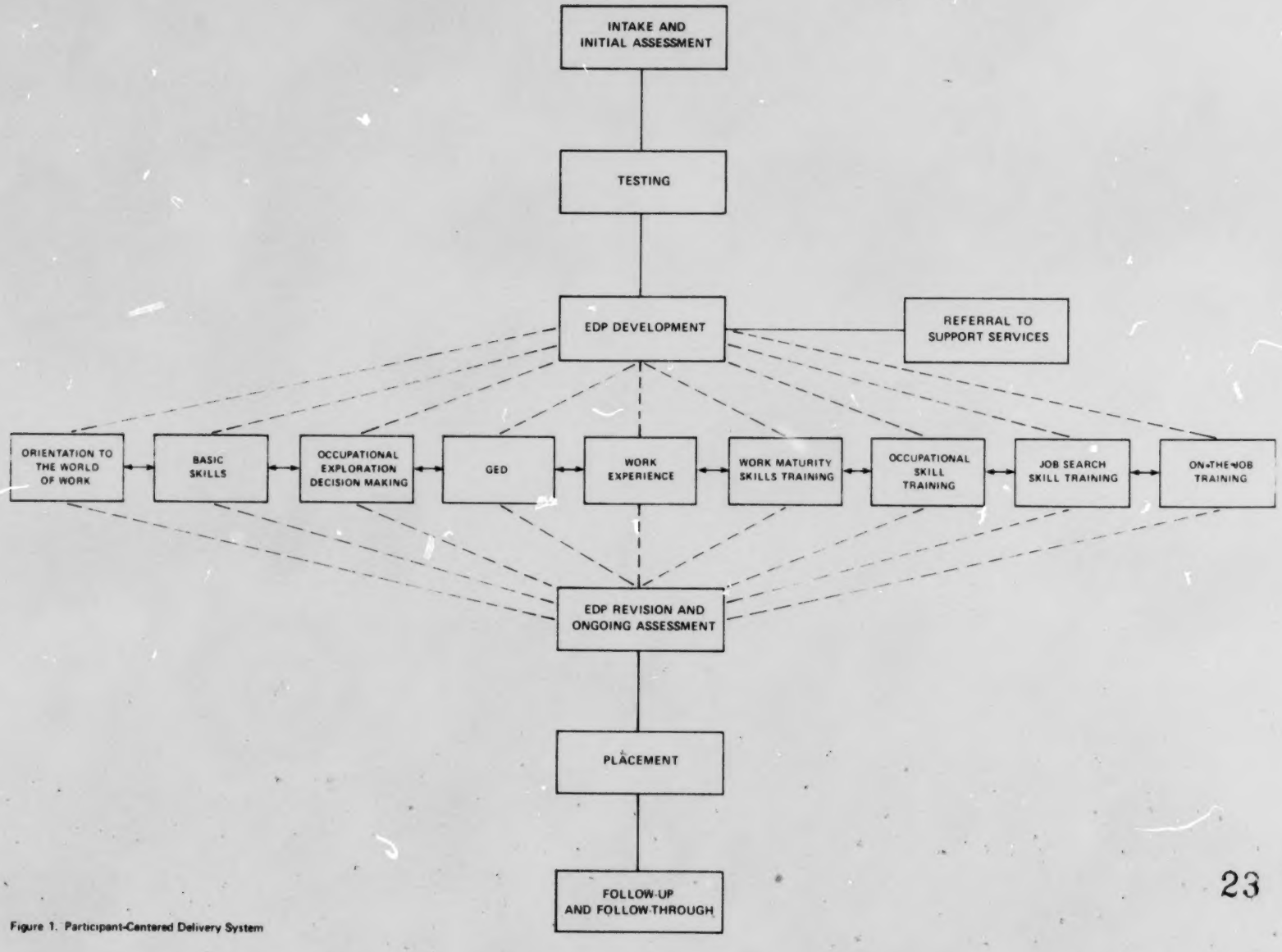


Figure 1. Participant-Centered Delivery System

aptitudes, and basic skills proficiency. Test results provide part of the information needed to assess participants and to determine the training that is appropriate. (See Testing in Employment and Training Programs: An Action Planning Guidebook for a description of available tests and how to establish a testing program.)

- EDP Development--Initial sections of the EDP are filled out and tentative training goals are established based on such factors as previous work experience, education, employment barriers, skills, interests, test results, and availability of training/services.

- Orientation to the World of Work--This program is provided to participants who have little or no work background or understanding of the meaning of work. The program should be motivational and help prepare participants for subsequent CETA training.

- Basic Skills Instruction--Participants receive remedial instruction in reading and/or mathematics so that they can benefit from subsequent training. This instruction often is combined with the Orientation to the World of Work program.

- Occupational Exploration, Planning, and Decision Making--Participants gather information about their interests and abilities and learn to use this information to plan future career directions. Self-assessment takes place at this stage, and the information gathered is especially useful in determining what specific occupational training would be appropriate.

- GED--Training is designed to lead to a high school diploma if required for attainment of participants' occupational goals. GED training often is combined with work experience or other instruction to make the GED training more relevant.

- Work Experience--Participants increase their work maturity and develop specific job skills in an actual work setting. Work experience also provides the opportunity for participants to confirm or negate their job choices and occupational goals.

- Work Maturity Skills Training--Participants develop positive attitudes and good work habits that are expected by employers. Participants also become more competent in presenting a positive image, communicating effectively, accepting responsibility, and cooperating with others.

- Occupational Skills Training--Participants develop the specific competencies and skills that are expected by employers and that lead to job placement. Some participants receive such training through apprenticeship programs.

- Job Search and Retention--Participants become competent in developing resumes, searching for jobs, and applying and interviewing for jobs. They also learn about following company policies and rules and managing personal responsibilities and finances.

- On-The-Job Training--(OJT) involves training in specific occupational skills at a work site. With the exception of specific job skills, the participant generally is ready for unsubsidized employment. It is expected that many of these OJT programs will result in a permanent job with the training employer after the training is completed.

- EDP Revision and Ongoing Assessment--Counselors, instructors, work site supervisors, and other personnel constantly attempt to identify changes or improvements in the knowledge, skills, and attitudes of participants. The EDP is updated regularly in order to modify or confirm the training assignments that have been made.

- Placement--Participants receive the information and support needed to search for, and find, employment in the private sector.

- Follow-Up and Follow-Through--Follow-up is conducted for reporting purposes, and for determining whether problems exist on the job for former participants. Follow-through services are provided to ensure that former participants receive the counseling and/ additional training that are needed to function effectively in the work place.

2.3 Plan to select training from available options. As noted in figure 1, there may be a number of options for assigning participants to training programs. The counselor, other staff members, and the participant need to examine the alternatives that are available in order to make the best "match" between the participant's needs and the training that will be given.

Five important factors should be considered when making assignments to training and in developing the EDP. These are as follows:

1. Criteria for Entry--Participants should meet at

least the minimum criteria established for entry to a particular training component.

2. Goals of the Training Component--Certain goals must be accomplished by the time the training is completed.

3. "Team" Activities--For each training component, several staff members have responsibility for monitoring participants' progress and assisting them in reaching their training goals.

4. Responsibility for the EDP--Several persons will be responsible for providing the information to be used in evaluating the participant's progress and updating the EDP.

5. Expected Outcomes--Achievement of specified outcomes should determine whether the participant is ready to progress from the current training to the next assignment or to job placement.

In most cases, one "base counselor" should be responsible for a participant's training assignments and EDP throughout the participant's experience with CETA. The base counselor initiates communication as necessary with the participant, instructors, work site supervisors, and others who need to be involved. To function effectively, the base counselor needs to consider the five factors listed above and establish the procedures that are needed.

Table 1, Matrix of Training Assignments, presents information that the counselor needs to manage the EDP process. For each training program that may be available, the matrix provides the criteria to be used for entry to training, goals of the training component, team activities, persons responsible, and expected outcomes. Counselors and other staff can use the matrix as a guide in establishing procedures to be followed at the local level. Local staff are encouraged to modify the matrix as necessary to make it a functional tool for decision making.

Before going on to the following tasks involving development of the EDP, the reader is encouraged to review the sample EDP in the attachment to this handbook. This EDP, based on a review and synthesis of more than fifty EDPs that are currently in use, is offered as a model that can be adapted for local use. The EDP has been kept as short as possible to minimize the amount of "paper work" that is required. Relevant portions of the model EDP will be reproduced in the following discussion of tasks and activities.

TABLE 1: MATRIX OF TRAINING ASSIGNMENTS

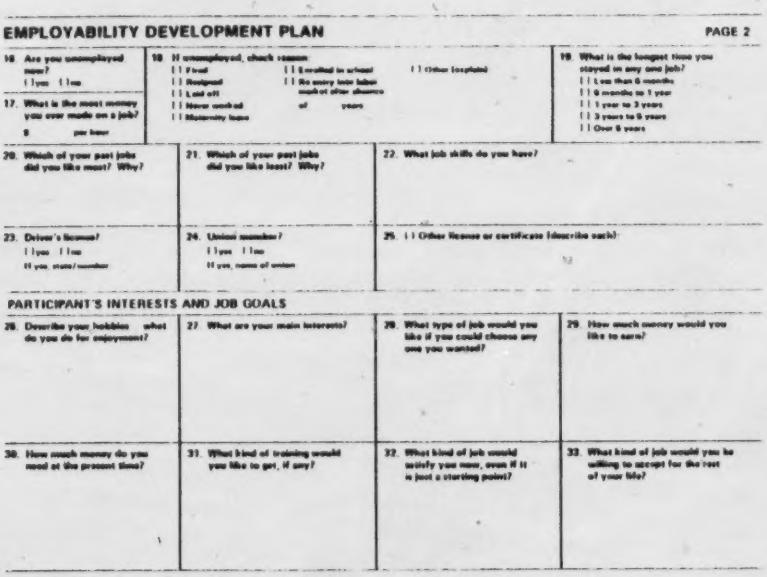
	ORIENTATION TO THE WORLD OF WORK	BASIC SKILLS	OCCUPATIONAL EXPLORATION, PLANNING, AND DESIGN MAKING	GED	WORK EXPERIENCE
CRITERIA FOR ENTRY	• Determination of insufficient employment history	• Determination that basic skills proficiency is too low for successful completion of CETA training	• Determination of an insufficient knowledge of career options • Determination of an unresolved choice of occupation • Determination of a lack of planning and decision-making skills	• Determination that employment barriers can be eliminated through attainment of a certificate	• Determination of poor work habits and work-readiness skills • Determination of inadequate training, education, or employment • Determination of lack of career experience in a specific field
GOALS OF THE COMPONENT	• To motivate participant to participate in CETA training • To increase participant's knowledge of career opportunities • To enable participant to recognize requirements for employment	• To remediate deficient basic skills	• To increase participant's awareness of personal interests and related occupations • To enable participant to select suitable occupations • To assist participant with job planning, especially regarding training that is needed	• To secure a certificate of high school equivalency	• To improve the participant's work readiness including attitudes, attendance, responsibility • To expose the participant to work experience in a real-life setting • To identify or validate the participant's job goal
TEAM ACTIVITIES	• Lead participant to complete curriculum • Facilitate participant's involvement in related activities • Complete evaluation for EDP • Revise EDP as necessary	• Identify basic skills deficiencies • Lead participant to complete curriculum • Develop a planned course of study in conjunction with instructor • Facilitate participant's involvement in related activities • Complete evaluation for EDP • Revise EDP as necessary	• Lead participant to complete curriculum • Facilitate participant's involvement in related activities • Complete evaluation for EDP • Revise EDP as necessary	• Compare GED requirements with academic achievement and occupational goals • Monitor movement through program • Complete evaluation for EDP • Revise EDP as necessary	• Review EDP to determine appropriate options for work experience • Initiate active involvement with employer • Establish goals for work experience • Follow up with participant and work site supervisor • Evaluate work experience • Revise EDP as necessary
PERSONS RESPONSIBLE	• Orientation instructor • Participant • Counselor	• Basic skills instructor • Participant • Counselor	• Instructor of programs • Participant • Counselor	• GED instructor • Participant • Counselor	• Work site supervisor • Participant • Counselor • Employer • Training and referral unit representative
EXPECTED OUTCOMES	• Participant's identification of personal motivations for training • Participant's identification of ways in which career choices influence life style, employment, and job fulfillment • Participant's identification of skills necessary for successful employment (work maturity; specific occupational skills, job retention skills)	• Demonstrated achievement of specific skills required for successful completion of future training	• Participant's identification of personal interests and abilities • Participant's complete exploration of at least three occupations in which workers share interests and abilities similar to the participant's • Participant's successful performance of sample activities typical to each occupation • Participant's ability to decide and state personal reactions to all aspects of each occupation • Participant's choice of one occupation to pursue • Participant's completion of a plan for pursuing the selected occupation	• Participant meets GED requirements	• Counselor's, participant's, and work site supervisor's perception of the quality of the experience • Participant's demonstration of positive work habits and attitudes • Modification or validation of participant's job goal

TABLE 1: MATRIX OF TRAINING ASSIGNMENTS (continued)

WORK MATURITY SKILLS TRAINING	OCCUPATIONAL SKILLS TRAINING	JOB SEARCH AND RETENTION SKILLS TRAINING	ON-THE-JOB TRAINING	PLACEMENT	FOLLOW-UP AND FOLLOW-THROUGH
• Determination of frequent unemployment indicating a lack of work maturity skills • Determination of lack of positive work attitudes and work habits	• Determination of a lack of skills necessary for placement in an occupation that has been identified as a suitable choice for the individual	• Determination that participant is ready for placement and in need of job search skills	• Determination that occupational skills can best be acquired in a work setting • Determination that participant already has acceptable work maturity skills	• Determination of participant's competency or prospect of imminent competency in skills required for job	• Determination of job placement
• To improve participant's work maturity skills • To improve participant's ability to retain a job	• To provide the specific competencies and skills expected by employers in an occupation suitable for the participant	• To prepare a participant to find and keep a job	• To secure meaningful, paid employment in an occupation • To refine the participant's training and work skills	• To enable participant to obtain and retain unsubsidized employment	• To maintain communication with participant to exchange information and provide support • To assist participant in retaining job • To obtain updated information from employer
• Lead participant to explore reasons for unemployment • Lead participant to complete tasks that lead to work maturity competencies • Facilitate participant's involvement in related activities • Complete evaluation for EDP • Revise EDP as necessary	• Facilitate participant's involvement with skill training • Certify participant's competencies as attained • Certify participant as a completer, ready for placement • Complete evaluation for EDP • Revise EDP as necessary	• Lead participant to complete tasks that lead to competency and job search and retention • Facilitate participant's involvement in related activities • Complete evaluation for EDP • Revise EDP as necessary	• Review EDP to determine appropriate matches for OJT • Establish goals for OJT • Follow up with participant and job supervisor • Complete evaluation for EDP • Revise EDP as necessary	• Provide participant with specific and current job market information • Facilitate participant's continued training in and application of job search and retention skills • Counsel participant regarding a matching of available jobs with skills, qualifications, and interests • Counsel participant regarding self-assessment of progress after placement • Consider and update the EDP, revise if necessary	• Contact employer and participant to obtain follow-up information • Provide counseling to participant as necessary regarding job retention, future plans, and continued self-assessment
• Program instructor • Participant • Counselor	• Instructor of training program • Participant • Placement coordinator	• Program instructor • Participant • Counselor • Placement coordinator	• Job supervisor • Participant • Counselor • Placement officer/job developer	• Instructor from preceding component • Participant • Placement officer • Counselor	• Participant • Counselor • Follow-up staff • Employer
• Participant's demonstration of specific work maturity skills	• Participant's mastery of specific competencies and skills required for employment	• Participant's demonstrated performance of job-seeking skills	• Participant's ability to retain unsubsidized employment	• Private sector job placement	• Indication of plan for contacting the participant and employer • Participant's ability to retain a job

Task 3:
OBTAIN BASIC INFORMATION FOR THE EDP FORM AND ORIENT THE PARTICIPANT

3.1 Conduct an interview to obtain information on Educational History (items 1-10), Work History (items 11-25), and Interests and Job Goals (items 26-33). If any of this information was collected during the intake process, transfer it to the EDP from the intake records.



EMPLOYABILITY DEVELOPMENT PLAN PAGE 2

16. Are you unemployed now? [ ] yes [ ] no

17. What is the most money you ever made on a job? $ per hour

18. If unemployed, check reason: [ ] Fired [ ] Resigned [ ] Laid off [ ] Never worked [ ] Maternity leave [ ] Graduated in school [ ] Re-entry into labor market after absence of years [ ] Other (explain)

19. What is the longest time you stayed on any one job? [ ] Less than 6 months [ ] 6 months to 1 year [ ] 1 year to 3 years [ ] 3 years to 5 years [ ] Over 5 years

20. Which of your past jobs did you like most? Why?

21. Which of your past jobs did you like least? Why?

22. What job skills do you have?

23. Driver's license? [ ] yes [ ] no If yes, state/number

24. Union member? [ ] yes [ ] no If yes, name of union

25. [ ] Other license or certificate (describe each):

PARTICIPANT'S INTERESTS AND JOB GOALS

26. Describe your hobbies - what do you do for enjoyment?

27. What are your main interests?

28. What type of job would you like if you could choose any one you wanted?

29. How much money would you like to earn?

30. How much money do you need at the present time?

31. What kind of training would you like to get, if any?

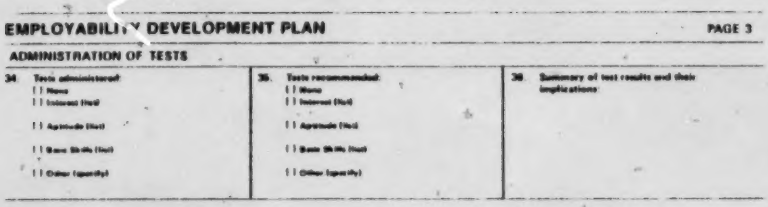
32. What kind of job would satisfy you now, even if it is just a starting point?

33. What kind of job would you be willing to accept for the rest of your life?

3.2 Provide a brief orientation (during the interview described in "3.1" or during a later session) concerning the local labor market, CETA training and services, and other staff members who will be involved. If possible, arrange for the placement specialist to meet the participant.

3.3 Decide if tests need to be administered to obtain information about interests, aptitudes, and/or proficiency in reading and mathematics. Testing may be necessary if the participant's job goals (items 26-33) are not realistic in terms of educational and work history.

3.4 Arrange for testing (see Testing in Employment and Testing Programs: An Action Planning Guidebook) and record test results (items 34-36).



EMPLOYABILITY DEVELOPMENT PLAN PAGE 3

ADMINISTRATION OF TESTS

34. Tests administered:	35. Tests recommended:	36. Summary of test results and their implications
[ ] None [ ] Interest (list) [ ] Aptitude (list) [ ] Basic Skills (list) [ ] Other (specify)	[ ] None [ ] Interest (list) [ ] Aptitude (list) [ ] Basic Skills (list) [ ] Other (specify)	

3.5 Counsel the participant concerning the implications of the test results in relationship to job goals (items 28-33) of the test results, job openings, and any other information that is relevant. If available information does not support the participant's job goals, determine the barriers to achieving the job goals (item 37) with the participant.

BARRIERS TO JOB GOALS

37.

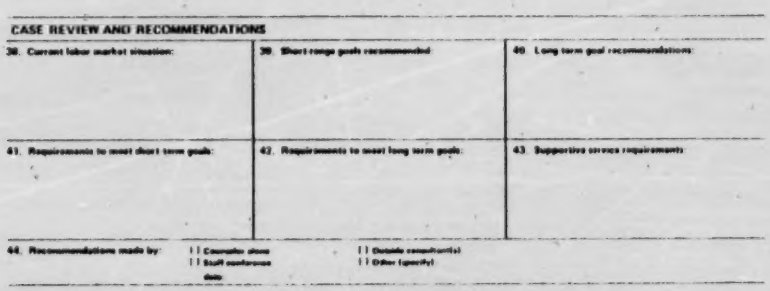
[ ] Age – too young	[ ] Personal problems	[ ] Drug addiction	[ ] None
[ ] Age – too old	[ ] Health problems	[ ] Lacking education	[ ] Others (specify):
[ ] Transportation	[ ] Physical handicap	[ ] Lacking marketable skill ^{S}	
[ ] Unfamiliar with area	[ ] Arrests/convictions	[ ] Lacking experience	
[ ] Child care needs	[ ] Alcohol addiction	[ ] Skills obsolete	

3.6 Determine whether training or immediate job placement is needed. If job placement is appropriate, refer the participant to placement personnel. If training is required, the counselor will need time to complete the Case Review and Recommendations (items 38-44). There are several options that can be used in this situation, including (1) schedule a meeting with the participant to discuss the case review (items 38-44) when it is completed and to develop the Agreement for Services (items 45-51), or (2) refer the participant immediately to short-term training such as Orientation to the World of Work or Occupational Planning, Exploration, and Decision-Making. Referral to a short-term program will "hold" the participant in a productive activity, if necessary, while the case review is being completed.

3.7 Make a preliminary determination as to whether the participant needs any supportive services that may be available either within or outside the agency (items 50 and 51). This is especially important if the participant is being referred to short-term training as a result of the decision in "3.6" above. Final determination of supportive services will be made in "4.2" below.

Task 4:
ANALYZE THE PARTICIPANT'S SPECIFIC NEEDS AND DESIGN A PROGRAM TO MEET THEM

4.1 Complete the Case Review and Recommendations section of the EDP (items 38-44). To accomplish this activity, input may be needed from such individuals as the test administrator, job developer, parent(s) or guardian(s), instructors, or others who can provide relevant information. The counselor should contact these individuals or arrange a meeting, if appropriate. (See table 1 for staff personnel who should be involved.)



CASE REVIEW AND RECOMMENDATIONS

38. Current labor market situation:	39. Short range goals recommended	40. Long term goal recommendations
41. Requirements to meet short term goals:	42. Requirements to meet long term goals:	43. Supportive service requirements
44. Recommendations made by: [ ] Counselor alone [ ] Staff conference date	[ ] Outside consultant(s) [ ] Other (specify)	

4.2 Meet with the participant to discuss the Case Review and Recommendations. Available training options should be reviewed in terms of the requirements and outcomes of each option. The participant should be asked to identify preferences and to compare the Case Review and Recommendations with the interests and job goals previously identified (items 26-33).

4.3 Complete the Agreement for Services (items 50-51) with the participant and sign the agreement. It is possible that this can be accomplished during the meeting scheduled in "4.2". However, another session may be needed to give the participant an opportunity to think about the Case Review and Recommendations. If the participant is already enrolled in short-term training such as that mentioned in "3.6, time could easily be provided for the participant to consider the options. In any event, the participant should not feel forced to accept the staff's recommendations; this would be contrary to the positive nature of the employability development process and could result in a nonpositive termination. (Note that any arrangements for supportive services should be confirmed at this time.)

EMPLOYABILITY DEVELOPMENT PLAN PAGE 4

AGREEMENT FOR SERVICES

45. Job objective:

46. Training or education needed to reach objective: (Add information each time participant enters a component.)	47. Team members responsible for monitoring:	48. Estimated time for completion: Month / Day / Year	49. Expected outcomes:

50. Supportive services arranged for participant:	51. Outside resources for assistance: [ ] Part-time job [ ] Night school [ ] Other (specify):

CERTIFICATION AND AGREEMENT

I certify that all the information given is true to my best knowledge and belief. I further certify that all the above data, as well as my personnel rights and privileges, have been discussed with me and that I have participated in and fully agree to the decisions and terms outlined herein.

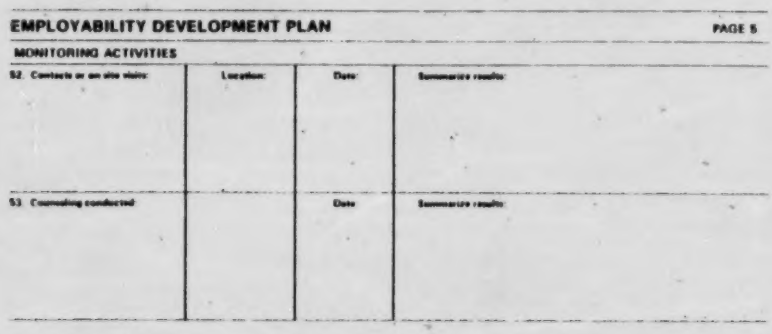
Participant's Signature _____ Date _____

Counselor's Signature _____ Date _____

4.4 Set a date for assessing the participant's progress. This should coincide with the completion date (item 48) noted for training and should involve the participant as well as appropriate staff (see table 1, matrix). The participant also should know that assessment and evaluation will be conducted by the instructor or training supervisor while training is taking place.

Task 5:
ASSESS THE PARTICIPANT'S PROGRESS

5.1 Conduct site visits and counseling sessions or maintain contact with agency personnel to ensure that training is proceeding effectively and on schedule. If the participant is experiencing difficulty, a visit from the counselor might be especially appropriate. Complete item 52 on the EDP for each contact or on-site visit made, and complete item 53 if counseling is conducted.

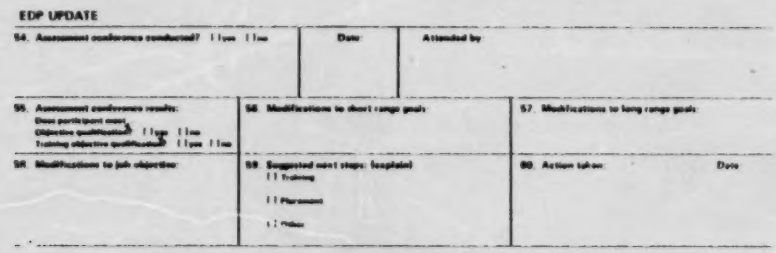


EMPLOYABILITY DEVELOPMENT PLAN PAGE 5

MONITORING ACTIVITIES

52. Contacts or on site visits:	Location:	Date:	Summarize results:
53. Counseling conducted:		Date	Summarize results:

5.2 Conduct an assessment conference with the participant and appropriate staff, if necessary, to review the participant's progress (items 54-60). This conference should correspond with that planned in "4.3." Results of the conference, will determine (1) whether the participant is making satisfactory progress and (2), whether the short and/or long-range goals should be modified.



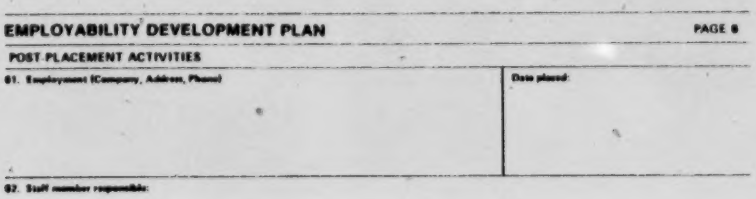
EDP UPDATE

54. Assessment conference conducted? ☐ yes ☐ no		Date:	Attended by
55. Assessment conference results: Does participant meet: Objective qualifications? ☐ yes ☐ no Training objective qualifications? ☐ yes ☐ no	56. Modifications to short range goals:		57. Modifications to long range goals:
58. Modifications to job objective:	59. Suggested next steps: (explain) ☐ Training ☐ Placement ☐ Other		60. Action taken: Date

Task 6:
PROVIDE PLACEMENT AND TRANSITIONAL COUNSELING

(Refer also to Follow-Up and Follow-Through in Employment and Training Programs: An Action Planning Guidebook.)

6.1 Identify postplacement contact procedures (items 61-62). Although the participant is placed on a job, counseling may still be necessary as the participant adjusts to the work environment and demands. Contact should be made, by telephone or in person, with both the employer and participant as allowed by regulations.



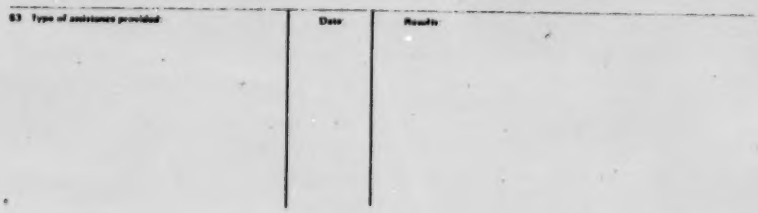
EMPLOYABILITY DEVELOPMENT PLAN PAGE 8

POST-PLACEMENT ACTIVITIES

61. Employment (Company, Address, Phone)	Date placed:

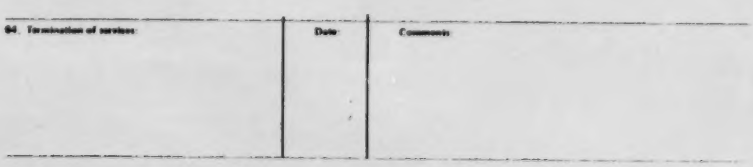
62. Staff member responsible:

6.2 Make contact and provide assistance if necessary (item 63). Information from the thirty-sixty-ninety day follow-up may be useful. In addition to a telephone call or personal visit, a lunch or informal counseling session involving several participants could provide the support that is needed.



63. Type of assistance provided	Date	Results

6.3 Terminate the EDP when it is clear that the participant has adjusted to the job (item 64). This may be after the first telephone contact or several personal visits. When making the last contact, provide the participant with a phone number in case future assistance is needed. Encourage the participant to retain a copy of the EDP and to continue to use the assessment techniques for self-guidance on a continuing basis.



64. Termination of services	Date	Comments

ATTACHMENT:

MODEL EDP

Name of Participant	Participant's Address	Telephone
		Soc. Sec. No.
Name/Title of Counselor	Location of Interview	Date

EMPLOYABILITY DEVELOPMENT PLAN

EDUCATIONAL HISTORY

1. Highest grade completed:
- ☐ Less than 8th
- ☐ Over 8, less than 12
- ☐ High school graduate
- ☐ Less than 2 years college
- ☐ 2-4 years college
- ☐ College graduate
- ☐ Post-graduate
- ☐ Voc-tech school
- ☐ G.E.D.
- ☐ Other (specify):

2. Major or main subjects studied in highest level of school:

3. Check your educational needs:
- ☐ Remedial education in reading or math
- ☐ Basic education
- ☐ English as a second language
- ☐ Other (specify):

4. Favorite school subject(s):

5. School subject(s) most disliked:

6. School subject(s) in which you did best:

7. School subject(s) in which you did least well:

8. High school(s) attended:

Attended from to
Diploma ☐ yes ☐ no

9. College(s) attended:

Attended from to
Degree(s):

10. Voc/Tech schools attended:

Attended from to
Graduated ☐ yes ☐ no
Course studied:

WORK HISTORY – LIST MOST RECENT EMPLOYMENT FIRST – ATTACH ADDITIONAL SHEETS IF NEEDED

Employer Name and Address	Employed From:	To:	Job Held (cite special skills required):
11.			
12.			
13.			
14.			
15.			

EMPLOYABILITY DEVELOPMENT PLAN

16. Are you unemployed now?
☐ yes ☐ no

17. What is the most money you ever made on a job?
$ _____ per hour

18. If unemployed, check reason:
☐ Fired
☐ Resigned
☐ Laid off
☐ Never worked
☐ Maternity leave
☐ Enrolled in school
☐ Re-entry into labor market after absence of _____ years
☐ Other (explain):

19. What is the longest time you stayed in any one job?
☐ Less than 6 months
☐ 6 months to 1 year
☐ 1 year to 3 years
☐ 3 years to 5 years
☐ Over 5 years

20. Which of your past jobs did you like most? Why?

21. Which of your past jobs did you like least? Why?

22. What job skills do you have?

23. Driver's license?
☐ yes ☐ no
If yes, state/number:

24. Union member?
☐ yes ☐ no
If yes, name of union:

25. ☐ Other license or certificate (describe each):

PARTICIPANT'S INTERESTS AND JOB GOALS

26. Describe your hobbies – what do you do for enjoyment?

27. What are your main interests?

28. What type of job would you like if you could choose any one you wanted?

29. How much money would you like to earn?

30. How much money do you need at the present time?

31. What kind of training would you like to get, if any?

32. What kind of job would satisfy you now, even if it is just a starting point?

33. What kind of job would you be willing to accept for the rest of your life?

EMPLOYABILITY DEVELOPMENT PLAN

ADMINISTRATION OF TESTS

34. Tests administered:
- ☐ None
- ☐ Interest (list)
- ☐ Aptitude (list)
- ☐ Basic Skills (list)
- ☐ Other (specify)

35. Tests recommended:
- ☐ None
- ☐ Interest (list)
- ☐ Aptitude (list)
- ☐ Basic Skills (list)
- ☐ Other (specify)

36. Summary of test results and their implications:

BARRIERS TO JOB GOALS

37.
- ☐ Age – too young
- ☐ Age – too old
- ☐ Transportation
- ☐ Unfamiliar with area
- ☐ Child care needs
- ☐ Personal problems
- ☐ Health problems
- ☐ Physical handicap
- ☐ Arrests/convictions
- ☐ Alcohol addiction
- ☐ Drug addiction
- ☐ Lacking education
- ☐ Lacking marketable skills
- ☐ Lacking experience
- ☐ Skills obsolete
- ☐ None
- ☐ Others (specify):

CASE REVIEW AND RECOMMENDATIONS

38. Current labor market situation:

39. Short-range goals recommended:

40. Long-term goal recommendations:

41. Requirements to meet short-term goals:

42. Requirements to meet long-term goals:

43. Supportive service requirements:

44. Recommendations made by:
- ☐ Counselor alone
- ☐ Staff conference
  date:
- ☐ Outside consultant(s)
- ☐ Other (specify):

EMPLOYABILITY DEVELOPMENT PLAN

AGREEMENT FOR SERVICES

45. Job objective:

46. Training or education needed to reach objective: (Add information each time participant enters a component.)	47. Team members responsible for monitoring:	48. Estimated time for completion: Month / Day / Year	49. Expected outcomes:

50. Supportive services arranged for participant:	51. Outside resources for assistance: ☐ Part-time job ☐ Other (specify): ☐ Night school

CERTIFICATION AND AGREEMENT

44

I certify that all the information given is true to my best knowledge and belief. I further certify that all the above data, as well as my personnel rights and privileges, have been discussed with me and that I have participated in and fully agree to the decisions and terms outlined herein.

45

Participant's Signature _____ Date _____

Counselor's Signature _____ Date _____

36

EMPLOYABILITY DEVELOPMENT PLAN

MONITORING ACTIVITIES

52. Contacts or on-site visits:	Location:	Date:	Summarize results:

53. Counseling conducted:		Date:	Summarize results:

EDP UPDATE

54. Assessment conference conducted? ☐ yes ☐ no	Date:	Attended by:

55. Assessment conference results: Does participant meet – Objective qualifications? ☐ yes ☐ no Training objective qualifications? ☐ yes ☐ no	56. Modifications to short-range goals:	57. Modifications to long-range goals:

58. Modifications to job objective:	59. Suggested next steps: (explain) ☐ Training ☐ Placement ☐ Other	60. Action taken: Date:

EMPLOYABILITY DEVELOPMENT PLAN

POST-PLACEMENT ACTIVITIES

61. Employment (Company, Address, Phone)	Date placed:

62. Staff member responsible:

63. Type of assistance provided:	Date:	Results:

64. Termination of services:	Date:	Comments:

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49

SUGGESTED REFERENCES

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